

THE CEA CRITIC

Formerly THE NEWS LETTER of the College English Association

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Editorial Office, University of Massachusetts, Amherst, Mass.

December, 1954

1954 NATIONAL CEA MEETING

Date: Tuesday, December 28. Place: Washington Room, The Statler, New York.

Theme: SEEING IT WHOLE

Presiding: William L. Werner, Professor of American Literature, Pennsylvania State University. President, CEA.

Program Chairman: Robert T. Fitzhugh, Associate Professor of English, Brooklyn College

2:30 - 3:30 p.m. Session I. The Undergraduate

Presiding: Norman Holmes Pearson, Associate Professor of English, Yale University

Speaker: Ernest Earnest, Head of the Department of English, Temple University

3:30 - 4:30 p.m. Session II. The Adult

Presiding: Bruce Dearing, Assistant Professor of English, Swarthmore College

Speaker: John B. Schwertman, Director, The Center for the Study of Liberal Education for Adults

4:30 - 5:30 p.m. Session III. The Profession

Presiding: Kathrine Koller, Head of the Department of English, University of Rochester

Speaker: William R. Gaede, Dean, Brooklyn College

5:30 - 6:30 p.m. Cocktails, with The CSLEA as host

6:30 - 8:00 p.m. Buffet Supper and Business Meeting

Since the Washington Room accommodates only 125, those planning to attend should report as soon as they can. There is no registration fee. The meeting is open to non-CEA members. Tickets will be required. Correspondence should be addressed to the chairman of arrangements: Prof. Carl Lefevre, Department of English, Pace College, 41 Park Row, New York 38, New York.

NOTICE OF THE ANNUAL BUSINESS MEETING

The Annual Business Meeting of The College Association, Inc., will be held in the Washington Room, The Hotel Statler, New York City, on December 28, 1954. The business session itself will begin at 7 p.m. It will be preceded by supper, in the same room at 6:15. This follows the social hour which concludes the program "Seeing It Whole", also in the Washington Room.

The buffet supper will be served for the convenience of those who wish to attend the business meeting. It will come to about \$2.00 per plate, tax and gratuity included.

If you plan to attend the business meeting, please let me know.

If you plan to join us at supper, please let me know.

Both items of information are very important. I would appreciate your early response.

South College
University of Massachusetts
Amherst, Massachusetts

Maxwell H. Goldberg
Executive Secretary

Bureau of Appointments at New York

The CEA Bureau of Appointments is maintained by Albert Madeira (Box 472, Amherst, Mass.) as a service to CEA members. The only charge, in addition to national CEA membership, is \$5.00 for a twelve-month registration. Registrants who are not CEA members should include with their registration fee the annual membership fee of \$3.50—\$1.00 for dues and \$2.50 for subscription to the CEA Critic. Registration does not guarantee placement. Prospective employers are invited to use the services of

the CEA Bureau of Appointments. (No charge.)

Bureau Registrants planning to be available for interviews in New York during the annual sessions should inform Albert Madeira at once. As soon as possible, they should let the Bureau know where they may be reached while in New York. If they are in doubt as to the status of their registration, they should ask that this be checked by the Bureau.

New York Office, December 27-29, at the Statler.

THE RESPONSIBILITY IS YOURS

An Editor Views the Crisis in College Text Publishing

(This paper, originally entitled "Writing and Placing the Textbook," was delivered at the New England CEA fall meeting at Babson Institute, Oct. 30, 1954)

Speaking practically, the best thing the teacher can do, if he wants to write a successful text, is get a job at a large university processing 2000 students in Freshman English or Introduction to Literature, play departmental politics for five years or so until he finds himself head of a basic course, write a book, and promise to adopt it. It will be published, and I guarantee it will be a success.

The Usual Steps

With less practicality, but more feasibility for most of you, I would suggest that you prepare an outline and sample chapters, or, for a book of readings, a tentative but detailed table of contents and some sample introductions. While you are doing this, start mentioning to the publisher's representatives who call on you that you are doing it. If it is a basic book which fits established patterns, they will send in enthusiastic reports: "This is hot, get after it." If it doesn't fit, or if it is for an advanced course, they'll report it, but differently—all the way from "this approach is developing; I think we should chance it" to "this guy is able but this is a University Press item."

If several intelligent bookmen make this last report, which you will not see but most publishers will communicate to you, then you can be reasonably certain it is a University Press book, and you should get in touch with the right University Press. It's a matter of economics, partly, but only partly—which brings me to my text: fundamentals.

You Are to Blame for Poor Texts

If anyone should ask me about the state of college textbooks, I have a simple answer. They're pretty awful. About the best thing you can say for most of them—and this isn't much—is that their standards are well above those demanded in the average American college course.

But teaching, unlike any other profession, trade, or art I know, sets the standards, creates the product (books), and buys, or orders bought, what it produces. This is an unattractive proposition, but

it is as inevitable as death or taxes. The teacher cannot, if he is to be honest with himself, avoid the fact that he both writes and adopts books, that at both ends of this scale he is finally responsible.

A Chain Reaction

This sets off a series of chain responsibilities. The teacher, once he realizes he sets his own standards, can no longer accuse the publisher of commercialism while he retreats into a small white tower of academic purity. On the book shelves of this quiet retreat remain the bad books he writes, adopts, and justifies; the publisher, in the last analysis, becomes a middleman in an ancient game. But he will, if he is a good publisher, strive against it.

I have often reminded my friends, to their indignation and our considerable argument, that the only restraints on an intelligent college publisher are the limitations the teacher imposes on him. These limitations result from the individual teacher's accepting the lower standards which have been implicitly, and sometimes directly, urged upon him, as a result of lower standards in the secondary schools, increased enrollments in the colleges, and the growing dependence of universities, even well endowed ones, on the tuition dollar.

Accept "The Facts of Life?"

A few weeks ago Douglas Bush reminded a convention of professional educators that Socrates, under present standards, would never have a chance for an Assistant Professorship. He also remarked, concerning the forthcoming boom in enrollments, that having so many students might just possibly not be good. I applaud both statements. Anticipating the growth in enrollments we know is coming, knowing the pressure most administrations, hard put for funds, will willy-nilly exercise to keep these paying students in college, I contemplate the predicament of the teacher and tremble while I dread his gradual, reluctant, and finally painful acceptance of what will come to be defended as the facts of life.

A Profound Crisis

So be it. But God help us. This influx of students represents a profound crisis in American education. They are our chance to reassert intellectual responsibility or to capitulate to the demands of (Please Turn To Page 2)

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THE RESPONSIBILITY IS

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mediocrity. I would like to remind you that only the individual teacher, acting for his private self, can assert the inevitability of the standards we all know are necessary. Only he, if he knows half his class should flunk, can flunk them. And on him rests an awful responsibility.

I say to you with the utmost seriousness: if the intellectual content of American education continues to decline, if the once honorable degree of Bachelor of Arts becomes more and more a Certificate of Attendance, if college texts are progressively directed at the mass mind—only the American teacher is responsible.

Thomas A. Bledsoe
College Editor for Alfred A Knopf

Soviet Word Studies

Mortimer Graves, Executive Director of ACLS, reports that in addition to producing atomic and hydrogen bombs, the Soviets are producing dictionaries in eighty languages. The ACLS is making dictionaries too—three so far.

GETTING AT THE FACTS

Under the able direction of Glenn J. Christensen, Lehigh, and chaired by Robert N. Hilkert, Federal Reserve Bank of Phil., the Lehigh CEA Institute Symposium "Industry and the Liberal Arts—Getting at the Facts" went off with a spirit and a gusto utterly belying the fog and the rain which swept the East on Friday, November 19.

The meeting set a striking example of how regional CEA Institute committees can carry the effectiveness of the national CEAI conferences into local situations and develop ideas and materials from the "grass roots" which will enrich the national CEAI activities themselves. Some of the highlights of the symposium are summarized herewith. A complete report will be issued later by Glenn Christensen and can be obtained from him.

Valuable Facts

The opening discussion on the topic: "What Are the Facts about the Employment of Arts Graduates in Industry?" aroused animated discussion among the nearly fifty participants. Matthew Radom of Jersey Standard Oil; M. Parker Reed of Manufacturers Trust Co. of N. Y.; A. J. Schroder of Scott Paper; and E. E. Bartleson (moderator) of A. T. and T. presented a picture not at all depressing to the believer in the liberal arts.

Each speaker reported that his company hires substantial numbers of liberal arts men. About two-thirds of Manufacturers Trust Company's new college graduates are liberal arts graduates. While the L. A. man starts with a handicap, he soon catches up, and in later years his wider background and broader adaptability pay off. Since over-all mental training is a paramount factor, the arts man can succeed even in a highly specialized business.

On the other hand, the Scott Paper representative felt that the liberal arts receive a certain protection today by reason of the fact that so many industrial leaders are themselves liberal arts graduates. He noted a growing tendency in his company to hire and advance technical men and speculated that in the future, as the old generation passes from the scene, this tendency might be accentuated.

But the group was told that in A.T. and T. the opposite condition prevails; leadership is coming more and more from broadly trained men rather than from technicians.

Although several companies presented interesting statistics, A. T. and T., being a large concern, furnished the most striking breakdown figures: out of 15,000 college graduates, 38% are arts, 42% engineering, and 20% business administration. Last year's hirings were

(Report of a speech by President Taylor of Sarah Lawrence College at a combined meeting of the College English Association of New York; the College Conference on English; the New York City Association of Teachers of English; and the New York Council of College Teachers of English, on April 10, 1954.)

President Taylor began by noting that the meeting represented a joint effort of what had previously been described as "splinter groups". In connection with organizations such as ours, President Taylor had a good word to say for splinters. Associations representing different views, he pointed out, do well to maintain their independence since upon encouragement of divergencies depend experiment and progress.

Progress, said President Taylor, demands elimination of illiteracies.

41% arts, 28% engineering, and 31% business administration. In 260 top management posts, 53% were arts, 39% engineering, and 8% business administration. Evidence indicates that for the top jobs, the field of study is not of major importance.

In discussion it appeared that a few companies aggressively recruit L. A. men, but some wait for them to apply. At present, they are much easier to get than technical men, of whom there is a great and growing shortage. Various studies of the decision-making process are contemplated or being made; these may have a bearing in the future on the hiring of liberal arts graduates for administrative work. Several companies are sufficiently interested in the liberal arts to underwrite liberal arts courses for the additional training of their employees.

There is some evidence that the L. A. man is less adaptable to work conditions at the start of his career, less sure of what he wants to do, less stable in outlook, and more in need of counselling than the technical graduate. But one speaker felt that the liberal arts "enable a man to get into trouble more intelligently than he otherwise would." The chairman, Robert N. Hilkert, wondered whether it is the liberal arts curriculum per se or the freedom of the liberal arts that gives industry the kind of people it wants.

Salaries Not Low

The "Facts about Placing Arts Graduates in Industry" were canvassed by John P. Tolbert (moderator) of Socony-Vacuum; John Schurdak of Yale Univ. appointment bureau; and George N. P.

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THE CURE OF ILLITERACY

The latter include the major distempers of ignorance of our time: ignorances social, philosophic, aesthetic. Ignorance of the social scene has, in many of the activities of our government, damaged the entire fabric of society. Philosophic naivete deprives an educational program of the necessary foundation. And aesthetic illiteracy among school superintendents and others who claim to be educated has resulted in witch-hunting among teachers and loss of jobs. Thus, not long ago, two instructors in Texas, using an acceptable book of readings, were discharged for assigning a story by D. Lawrence. Charge: "Lawrence is vile and a communist."

Confronted by this species of illiteracy, how can the student learn and how can the teacher teach? Without widespread aesthetic and social literacy, the free give-and-take of ideas upon which the student's learning depends is not possible; and the teacher's work, referred to the judgment of the ignorant, can have no dignity.

Deepen the Sensibility

What shall be our solution?—First, we need a philosophy, an overall conception of what we are trying to do. Fundamentally, our task is to deepen the sensibility. To that, all other elements are subsidiary. And from this aim follow a number of consequences in method.

First, we must look primarily at what a work does to the student. How does the reading of a particular novel sensitize a student more fully to life? Too often, we are concerned with accessory elements such as structural detail and the like which, though not unimportant, are nevertheless not closely related to the central objective, namely, the enhancement of the student's sense of life and the meaning of life.

From this aim follow the second and third principles,—namely, that the aim of teaching is not much instruction as evocation; that if we are to begin with the student, we must not begin with arbitrarily chosen lists of books which all educated persons are supposed to have read.

Thus, so far as subject-matter concerned, programs such as the new one at Harvard face not backward but forward. We should look less at arbitrary lists of books, and more at the student.

Concerning the need for encouraging the student to find his own way through the material appropriate to him, President Taylor cited the example of Dr. Thomas. The latter was recognized from the beginning as not

of ordinary stuff. He was encouraged to find his own path. Though he tolerated the usual curricula, he did not fit them; nor did he fit the usual ideas of living and making a living. His destiny, he felt, was poetry. Through this, he aimed to evoke the sense of life which we have stressed as the purpose of education.

The contrary point of view is amusingly delineated in Auden's Phi Beta Kappa poem at Harvard in 1946: "If thou must choose/Be tween the chances, choose the odd/Read the *New Yorker*, trust in God;/and take short views."

Merge the Practical and the Humanistic

However we should not look down upon ignorance. In it is our opportunity. We should approach the student with a happy acceptance of what he is.

But what, in our enterprise, shall be the nature of the curriculum which will cure the illiteracy of "what he is"? And how shall we give unity to our structure? Shall we find it in the classical curriculum?—No, that has been destroyed. Science, cultural conditions, and the over-expansion of higher education have rendered it no longer adequate. We shall have to find a new unity.

This leads us to the fifth and final point in the proposed philosophy,—namely, that the new unity will be found in the merging of the practical and the humanistic. Our present curricula are split curricula. We have a realm of "lower" values represented by practical studies of sex, marriage, and the various kinds of social problems. And we have the realm of "higher" values represented by the humanities. We must bring the two together by drawing from the practical studies the moral and evaluative material which is there.

Illiteracy Among Teachers And Students

In the discussion following his lecture President Taylor stated that many teachers are themselves illiterate in that they lack a genuine sense of the dignity of learning, but our current attitudes are not adapted to promoting a sense of dignity in anything. Asked if he was not using the term "illiteracy" in too broad a sense he replied that if we would concentrate on these large illiteracies of our culture we would discover that the illiteracies of writing and reading as commonly defined tend to disappear in the cure of the larger illiteracy.

Some people may be relatively ineducable, but many illiterate people are the victims of bad teaching. We need a broader concept of educability; many of our traditional institutions are so rigidly

(A talk at the 1954 meeting, Va.-N. C.-W. Va. regional CEA, North Carolina State College, Raleigh, N. C., Oct. 16, 1954.)

One of the healthiest signs I know of in English teaching is that at conferences like this people are saying that a terminology for the entities of English, whether spoken or written, is a useful, indeed indispensable, tool for the teacher. It was not always so. I, for instance, belonged to a generation of English students who were supposed to learn all about English by being exposed to the right kind of literature, and presumably also the right kind of conversation. My total instruction in grammar consisted of a two-week review in High School—though since none of us had ever before heard of such things as actives and passives, and most of us, not even of nouns and verbs, it seems a little odd that our two weeks was called a review. I remember with some embarrassment that I was a full-fledged Ph.D. in English before I finally found out what a split infinitive was! and as for that darling of good old-fashioned grammar, the retained object, I am like what I suspect many of us are even now—more than a little shaky about it.

For Teacher: Terminology a Must

I do not believe that it is possible to teach students to produce the forms of that special dialect, formal written English, without a terminology for identifying mistakes, or for describing the target constructions; and I also believe that departments of English, as I know them, are still rather cavalier about seeing that their products are provided with this tool.

The situation is exactly like that in any language class. If I am trying to teach an American student how to pronounce Spanish *peso*, I can accomplish something if I say to the student, with some hope of his understanding me, "watch out, Mr. Jones, don't aspirate!" If on the other hand I have to stick to impressionistic description, like "make your p-sound sharper and more metallic," the chances are pretty good that he will go right on saying "Pay So," just as he would if he had had no instruc-

selective in a narrow way that they miss some of the finest material. We should get away from the notion that there is only one kind of student that we want, and we should check our assumed index of educability against what happens or can be made to happen to particular students.

Harry G. Cayley
New York University

THAT SPECIAL WRITTEN DIALECT — FORMAL WRITTEN ENGLISH

tion at all. Similarly, if I meet a student theme which says "this factory is five miles beyond Lynchburg, going south," and I can only point out that the sentence is funny, I have much less chance of curing the error than if I can use a term like dangling participle—with, be it said, explanation and understanding of the term, not merely a reference to rule so-and-so in the handbook.

But unfortunately, even though English teachers can agree that grammatical terminology is a tool that we ought to put into the hands of our students who are future teachers, I am afraid that that is just about the limit of what we are united on. As soon as we begin to teach a terminology, we find ourselves getting most of the blows from both sides.

For Linguistic Radical: Compromise

As a linguist, I suppose I am firmly committed to the ranks of the radicals, but at the same time I still maintain a franchise as a teacher of English. I am, therefore, willing to make compromises in an English class which I would not make in a class in linguistics. The chief of these compromises is that I have become convinced that it would be better for teachers to have some grammatical training and terminology, even though from my point of view that training might be old-fashioned, than it is for them to have none at all, as is now all too frequently the case.

There is no difficulty, further, about most of the current terminology itself. Good old words like

noun and pronoun and verb are still useful to the most radical of descriptive linguists, as they are to the teacher of English. The frightening jargon of the linguists, with terms like morpheme and allomorph, plus juncture, and phonotactics, can be useful to those who know how to employ them; but if the English teacher can accomplish his tasks without them, he is at perfect liberty to ignore them entirely. The real difficulty comes not in what terms to use, but in how to define them. Our students, all of them, have been exposed to easily learned and parroted definitions like "name of a person, place, or thing," and "A word used in place of a noun." A linguist's definition of a noun, as a word with such characteristics as forms for two cases and numbers, and such other characteristics as capability of being preceded by words like *the*, *a*, *this*, and *that*, is certainly much harder to learn. Furthermore, to many, such a formal approach seems not only unfamiliar, but positively wrong. Linguists are thoroughly used to the accusation that they are concerning themselves with the unimportant externals of language, and are forgetting what is important, its meaning; but linguists feel that the accusation is unfair, and resent it. As a teacher of English, I think I can understand and agree with the position that the algebraic formulae used by linguists are too complex for composition and grammar classes, and can therefore at least partially understand the resentment often felt

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by teachers of English towards linguists who are often enough arrogant and uncompromising.

Definition Vs. Description

Yet I believe most of the conflict is unnecessary, and capable of being reconciled. Most of the dispute arises from a confusion between definition and description, and both parties to the conflict are confused. The traditional, semantic definitions of current grammars are essentially descriptions, and as descriptions are genuinely useful. The definitions of the linguists are true definitions, but do not perform the proper functions of descriptions, and so need supplementing.

A definition is a solely diagnostic tool, enabling the user to pick out the objects defined from all other objects. A definition does not give all the characteristics of the objects to which it applies, or even those characteristics which are most important. A description, on the other hand, assumes that the object has already been recognized and then proceeds to give (if it is complete) all the characteristics of the object, preferably in the order of their importance. I can make clear what I mean by an example.

Let us suppose that we are trying to define the species *man*, for the benefit of an intelligent being from Mars, who does not already know the species from long experience. Barring trained elephants and plucked chickens, the Socratic "man is a two-legged animal without feathers," is a good definition because it would give our Martian two objective tests by which he could decide which animals were men and which were not. The theological statement, "man is the only animal with a soul," is not a definition, since it mentions no observable characteristic by which men could be picked out from animals. The theological statement is not any the less valid for that reason. It is a description, which assumes that man is already recognized, and then gives what is his most important characteristic, most important, that is, at least in the theological frame.

The Problematic Pronoun

The distinction between description and definition can be most easily brought to bear on pronouns, the traditional—or a traditional—definition for which is "words used in place of nouns." The faultiness of this as a definition can be shown by two questions. Many nouns are used in place of other nouns, as when we can substitute a *man* for *Mr. Smith*. If so, is a pronoun simply a noun? If it is, then the definition is not needed. If, on the other hand, a pronoun is not a noun, what is it? The definition

does not tell us, and we cannot use it to identify pronouns. The actual weakness of this type of definition is implied in the fact that it is nearly always followed by a list,—"forms like I, we, you, they." I am sure that it is the list—an uneconomical, but perfectly sound way of defining—which really does the work, and that without it, the definition would break down completely.

A linguist attacking the problem of recognizing pronouns, lists their unique formal characteristics—differentiation of gender in *he, she, it*; differentiation of person in *I, you, he*; differentiation of objective from the other forms in *who, whom*; and differentiation of a prenominal and postnominal form in "*her books*," and the "*books are hers*." Any word is a pronoun if it shows one or more of these characteristics, but if it shows none of them, it is necessarily something else. For instance, I know of at least one reputable grammar that defines *person* as a pronoun, but since it has all of the formal characteristics of a noun, and none of those of a pronoun, it can only be a noun. Once the list of pronouns has been worked out by these diagnostic tests, the statement that these words are used in place of nouns is a really useful description of their function, and is by no means to be objected to. Yet as indicated above, if there is an attempt to use this description as a definition, it leads to such conclusions as that forms like *person*, or even *one*, are pronouns. If they are pronouns, would it not be reasonable to insist that *man, fellow, guy* are all pronouns? The decision has become arbitrary, and the student is left in the position complained of by one I know, who said, "the trouble with grammar is that you have to know all about it before you know anything about it."

A sensible approach to the practical problem was that used by a former student, then teaching high school English. Faced with the task of identifying the verb in a sentence like "John drinks only water," his pupils were perfectly capable of maintaining that *only* was a verb. If asked to define a verb, they could always give back the traditional definition. If, on the other hand, they were asked if it was possible to say "John *only* water," or "John is *only*ing water," they always recognized that something was wrong, and went on to try the same sort of diagnostic test with the other words until they got the proper answer.

Definition First

I believe, then, that, if the traditional semantic definitions are recognized for what they are, des-

A REPLY TO A CRITICISM

In the February, 1954, CEA Critic, Mr. Samuel J. Sackett takes me to task for a remark that I made in the October, 1953, Critic on the double negative. In referring to a course in linguistics which I was suggesting for English majors he says, "... the course as outlined seems to be designed to teach students that they can justify the use of the double negative in twentieth-century English by an appeal to the authority of Shakespeare."

I must reply that nowhere among the items which I proposed for coverage in the course is the double negative to be found.

Mr. Sackett further says, "I also fail to see the desirability of spending a semester to justify what (the double negative, which) today is sub-standard English." Where does he get the idea of a semester devoted to the double negative? I did use the expression "a one-year course," but nowhere did I use or even suggest "semester."

Mr. Sackett also says, "... I do not understand why some people should be interested in resuscitat-

ions only useful when the preliminary task of definition is accomplished, there is no reason for the linguist to object to them, or the English teacher to feel uncomfortable in using them. Nor does the English teacher have to be a finished linguist to give definitions which identify. He has only to be consistent in picking out for himself and using those formal characteristics of inflection and syntax which identify the classes of English words. There is more to linguistics than this simple procedure, of course. The rest of linguistics would certainly be useful in classrooms, but just the simple recognition of the difference between description and definition is enough for the present, and the effectiveness of grammar teaching would be tremendously improved by this alone.

It is always a happy result when a controversy is resolved, but in English teaching something more would be gained by reconciliation between traditionalists and radicals. There is a large task which is even more the duty of teachers of English than of linguists. This is the development of a body of objective, verifiable, and therefore teachable stylistics. Without that sort of knowledge of what style is, and how it works, we will never achieve the ultimate goal of improved communication. If we can avoid the waste of controversy, perhaps we can turn our energies to this larger task.

Archibald A. Hill, Secretary
Linguistic Society of America

ing it and forcing other people to use it." Let me say here that in my own teaching of linguistics to English majors I do not "resuscitate" things; I do, however, ex-hume a great many things for analysis; and the double negative happens to be one of the minor matters getting a little attention—note once more my explanation that no mention is made of it in my list of items. I should say that in the one-year course I devote as much as half an hour to the phenomenon. That is far from the "semester" which Mr. Sackett seems to think I give to it! Now as to "forcing other people to use it," I feel safe in saying that in more than eight years of teaching a course entitled "The Foundations of the English Language" here at Northeastern and in sixteen years of teaching composition here and elsewhere, I have never required any student to use the double negative.

It should be borne in mind that the linguistics course under discussion is intended for upperclassmen—juniors and seniors. The students who take it are expected to be critical and analytical, and able to study substandard language without becoming contaminated by it. They can usually see that the phenomenon of the multiple negative ties in quite neatly with such things as French *ne ... pas*, our *not* (literally 'not ever as whit'), *nethermost* (in which there are four separate formants indicating degree of comparison: *-th, -er, -mo, and -st*), *airlift* (in which *-lift* originally itself meant 'air'—cf. German *Luft*, as in *Luftwaffe*), *unloosen*, and—may Mr. Sackett's and Mr. Shakespeare's "Angels and ministers of grace defend us!"—even *irregardless*. The principles involved here are, of course, the common ones of weakening and intensification.

But if every effect must have a cause, and every response a stimulus, then Mr. Sackett must have found somewhere a stimulus for his statements. Near the end of my article I remarked, "He (the English major who has been trained

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EXPLICITLY FOR ADULTS

(Opening Address before a Seminar on Adult Education, Swampscott, Mass., Oct. 22-24, 1954.)

What's different, if anything, about education for Adults?

The purpose of this paper is to formulate a tentative answer—as it seems to me.

I assume that the characteristics of a liberally educated person are in general the same, whether he be an adolescent or an adult. Given this assumption, what differences

in the objective, analytical, and critical approach) will then be able to see beyond the products of the traditional grammarian and lexicographer and will understand that the little fellow who says 'I ain't got none' is not only being natural but is enjoying good company." Then in my very last sentence, I mentioned Xenophon, Plato, King Alfred, and Shakespeare as examples of good company.

Did my fault lie in a certain reverence of ancestors? Mr. Sackett seems to feel that even such eminent ones as Xenophon, Plato, King Alfred, and Shakespeare are bad company for my "little fellow." I suppose then, that my own father and grandfather, being among my ancestors and using words and expressions older than mine, were bad company for me; and that any person's ancestors, even his immediate ones, were bad company for that person! I am afraid Mr. Sackett is trying to confine the word good to a single referent, whereas the word has many different referents.

James T. Barrs
Northeastern University

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then—if any—should we recognize as explicitly pertaining to liberal education for adults?

In formulating an answer, I began by searching for a key clue. I found a clue, not in terms of curriculum content, not in the organization of study materials, not in terms of teaching methods, not in new evaluation schemes, not in how administrative structures are organized. In short, although all of these things are of great importance, the key clue to education for adults is not to be found in any of them.

It is to be found in a word!

That word is Experience.

For persons in adult education, 'Experience' is much more than a word; it is a really rewarding conceptual frame of reference. And it is within this frame of reference that I propose briefly to explore the phrase—"explicitly for adults."

What, fundamentally, distinguishes adulthood from the age periods of life that precede it?

Three things, I think (I am especially indebted to Prof. Cyril O. Houle of the Univ. of Chicago for this breakdown):

1. Adults have more experience;
2. They have different kinds of experience; and
3. Their experiences are organized differently.

I doubt that these three things need much clarification. That adults have "been through a lot" is evident. That they have different sexual, social, economic, religious experiences is also clear. We know, for example, that a high school junior's feeling about and knowledge of sexual experience is of a kind that differs from that of a person who is married. And it is clear that adults organize experience differently: for example, the male adult's experience is largely organized around his job, a woman's around her homemaking role; leisure time hours are used differently; relationships between friends have a different organization, etc.

To summarize: In planning education for adults, whatever changes are required, whatever we do differently, must be done in terms of Experience.

This line of reasoning has led me to conclude that if the term 'Experience' is the key clue in adult education, and since human experience is, my Webster reports, "the sum total of the conscious events which compose an individual's life," then the clues to education "explicitly for adults" must surely lie in the totality of the learning experience. This, I believe, leads us to the heart of the matter: The nature of the total atmosphere in

which adults can best learn. It is this "atmosphere"—or the conditions of learning—which offers us the most fruitful area for the study of Adult education.

I am proposing that teachers and programs in adult education are weak and ineffective to the extent that they ignore the total learning atmosphere for adults. Thus, the problem is not one of the right objectives, or the right context, or the right methods, etc. The conditions of learning embrace all of these things—and then some!

The development of our organization—the Center—is a good example of our academic capacity for the sin of omissions.

The Center was founded in the fall of 1951. Although but three years old, the Center has—I believe—gone through two stages and has embarked upon a third.

During the first stage—roughly 18 months—the problem of getting more and better liberal education for adults was seen primarily as a problem of supplying good study materials which encouraged group discussion. There was nothing wrong about this way of looking at the problem; it was simply inadequate. It was inadequate for several reasons: It assumed that there was something liberally educative in subject-matter content per se; it held a highly imprecise notion about what good "group discussion" is; it inferred without evidence that there were large masses of adults eager to swallow subject matter content pills; and it implied that university faculty members would prefer to administer our pills instead of rolling their own.

In short, during the first stage of its history, the Center seemed unaware that the crucial factors affecting liberal education for adults lay in a complicated and interrelated set of conditions that determined the kind of total learning atmosphere we were providing for adults.

On the credit side, it is to be noted that during this first stage we did learn these things. Furthermore, we did publish some good experimental discussion materials, and we did evolve some practical criteria for the selection of effective study materials. I also believe that emphasis on discussion was a move in the right direction because it pointed us, however vaguely, to the importance of the "climate" or atmosphere in which adults most effectively learn.

Curiously enough, despite the inadequacies of our primary emphasis on study materials, I am convinced that this is an area of need even greater than was first realized by the Center's backers who

conceived the production of experimental discussion guides as the Center's main job. I say this because the content or materials now usually rammed at adults, and the way they are usually rammed at them, destroys whatever chance we may have to create the conditions or atmosphere for effective adult learning. Thus, as the Center developed, and as it will develop, we do not intend to ignore the important need for good study materials, as part of the need for an overall set of conditions that promote adult learning.

The second stage in the Center's development roughly coincided with the 1953-54 academic year. During this period we continued our interest in content and materials, but we also did many other things of a research and experimental nature. Much of the period was spent "in the field" working with evening college deans and directors, doing research on the needs and motivations of adult students, and working with university faculty members who teach adults. For the faculty group, a nation-wide series of seminars was sponsored, and the Center initiated a program of financial grants to faculty members who wished to experiment with their own ideas about materials and teaching methods "explicitly for adults."

During this second stage the basic question formulated by the Center was: "What is the Proper Role of the University in Adult Education?" Out of our multiple efforts to examine this question emerged a specific focus which has become the third stage in the development

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of the Center.

Effective this fall the Center has embarked upon a third stage in its development.

This stage is characterized by two things: First, a careful and clear distinction between regular degree or credit programs and programs (unfortunately called "non-credit") which do more than merely offer at night a repeat performance of the day-school credit programs. Second, this current stage is also characterized by the Center's conviction that its efforts and funds should be devoted primarily to supporting institutions, programs, men, and above all—the ideas—which are ready to explore new areas of opportunity for university-level services to adults.

Thus—in the Center's current activities the emphasis is upon pioneering, experimentation, ideas with a "cutting edge"—ideas and activity which not only seek to make traditional degree programs better, but ideas and activity which cut free from the traditional degree programs in favor of bold imaginative concepts of a university's role in liberal education for adults.

I am convinced that this latter emphasis is a sound one because it recognizes that education "explicitly for adults" is that education which is based on a primary concern with the total conditions under which adults most effectively learn.

I wish now to sharpen the distinction between "night school" and a university "explicitly for adults."

The "Night School" is just what it says—regular credit day programs of "schooling" offered at night. This is an honored and important university aim in a society that places a high value on equal educational opportunity for all. But "Night School" is not, in my opinion, an adequate substitute for a University for Adults.

In conclusion, permit me to list eight characteristics, Utopian if you will, of a University for Adults. These characteristics, I believe, have one common root—adult Experience; and the unifying goal of the University for Adults is Excellence—Nothing less than absolutely the first-rate.

1. The individuality of the learner is the first priority. We shall not ignore whether the learner strives to be a bookkeeper, an accountant, or a student of philosophy. For chances are that the vast resources of a university can and will help him achieve whatever vocational and self-growth goals he sets for himself. We shall only ask: Does he really want to learn and is he minimally capable of being a full-fledged member of a community of matured learners?

2. The University for Adults will

recognize no clear status distinction between teachers and learners. The teacher will be merely the first learner among a community of learners. Some of his "students" will be his teaching colleagues and men and women who have achieved distinction in business, in professions, and in the art of making a home. And the "teacher" will himself be a "student" learning from those whose rich life experiences do not parallel his own. Isn't it precisely the idea of a "community of learners" which is the very idea of a university?

3. The University for Adults will establish the freedom for each individual to grow and learn at his own rate of speed. It shall not merely require a time-serving sequence of so many semester or quarter hours. This does not mean entertainment or random activity. It means a focused kind of study aimed at broad goals established in terms of the acquirement of knowledge and the development of intellectual ability.

4. In the University for Adults authority and discipline will derive, not from the imposition of course grades and credit sequences, but from the authority and discipline that arises in the climate or atmosphere of a community of learners. Credit and non-credit will lose their meaning, for each pattern of learning will derive its own standards for excellence. Each area of subject-matter will demand its own standards. Teachers and learners will set these standards, not the bookkeeper known as the registrar.

5. The University for Adults will be a physically pleasant place, a retreat from mundane routine, if possible—residential in part, "something different" from the atmosphere of home and office. It will not be unlike the geniality of the city club or the country club, but it will differ drastically from them because the pleasantness and geniality will be overlaid with opportunity for knowledge and a climate of intellectual challenge. This will certainly require new formats and new methods—tutorial opportunities, lectures that are high forms of art, seminars, consultation not counseling; and above all—the conditions which encourage independent study. The "class" and the "course" will be the exception, not the rule.

6. In the University for Adults the atmosphere will be one primarily of inquiry—the desire to know, the desire constantly to increase the ability to know what one cannot presently know.

7. The University for Adults will recognize the importance of social experience as a crucial factor in any learning process. Thus, in-

SWIFT AND SATIRIC TECHNIQUES

(Summary of a paper delivered by John L. Traugott of the University of Conn. at the Babson In-

dependent meditation and study will be strongly undergirded by opportunities for deliberation, for testing one's beliefs and hypotheses, against the beliefs and hypotheses of others, for translating personal anxieties into issues and questions amenable to the processes of reason and inquiry. It will, in Lawrence Frank's terms, be a place for "cognitive therapy," a process of dealing, not with how one feels about what he thinks but with how one thinks about what he feels.

8. Finally, the University for Adults will provide some formal recognition to which society will lend great prestige. This will not be the B.A. degree. It will be, preferably, a degree which in prestige exceeds the B.A. degree. Indeed, the "Night School" with its B.A. requirements, instead of being the main university offering for adults, instead of being a poor substitute for "college education," will become the chief way, though not the exclusive way, by which adults can qualify, prepare themselves, for admission to the University for Adults. In short, "academic standards," requirements, pre-requisites and the like will become as meaningless as if we had asked Thrasymachus to "pass" Philosophy 101 before admitting him to the discussions with Socrates.

These, currently, represent a thumb-nail sketch of my ideas concerning liberal education "explicitly for adults."

John B. Schwertman
Director, the Center for the Study
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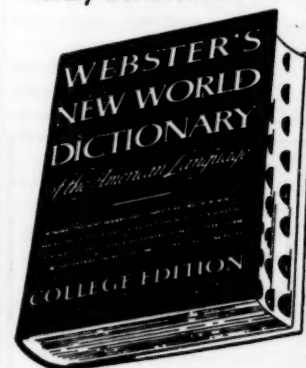
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stitute fall NE CEA meeting.)

Mr. Traugott argued convincingly that the real basis of Jonathan Swift's satire is the identification of reality with fantasy, and that this equivalence of conventionality with fantasy was in the grain of Swift's mind. It was almost impossible for Swift, the most allegorical of all satirists, to be topical. Mr. Traugott used Gulliver as an example of this equation, a character at once utterly "group oriented" and entirely unaware of the allegorical elements around him. Moreover, neither was the scatology in Gulliver's Travels gratuitous, but rather it contributed to the over-all impression of the characterization. Allegory was for Swift a moral notion in itself; i. e., Swift's characters were committed by certain trivial conventionalities to be a part of an over-all horrible scene. Mr. Traugott then drew a parallel between the analogies of Swift and those of Hobbes, remarking, however, that neither of them conceived of his allegories as anything more than allegory. Gulliver was an allegorical personification of the properly conventional person in this world; indeed, Swift's heroes were first of all silly walking proprieties and secondly merely grotesque manikins.

The allegorical level was for Swift the level which conveyed the

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truth about nature. For example, the figures of Peter, Martin, and Jack in *Tale of a Tub* (veritable figures from Restoration Comedy) demonstrate that Swift loved fashion and thus could see it as an allegory. Fashion in general is only an opportunistic conformity, but when expanded is an analogue to a whole civilization "in which the tailor is God and man can become his own costumes—and no more."

The concrete image of the allegory of the anti-rationalist, anti-intellectual Swift conveys all the levels of significance: one need not return from the allegorical level to the literal. Swift the ideal-

ist showed man to be a creature with will and responsibility; Swift's skepticism emphasized man's incapacities. And Swift would not have been the great satirist he was without both his idealism and his skepticism. In other words, Swift hated the type, but loved the individual. Finally, a satirist does not imitate real life, but tries to persuade us: he is therefore not required to exemplify love of mankind. And, reiterated Mr. Traugott, Swift's allegorical satire was simply the working of his mind.

Lloyd A. Skiffington
Northeastern University

OSCAR WILDE CENTENARY

With gratification, I find that the hundredth anniversary of Oscar Wilde's birth is not so completely a "centenary without a celebration" as was predicted in my note printed on page 4 of *The CEA Critic* for May, 1954. The University of California's William Andrews Clark Memorial Library in Los Angeles, which I had the pleasure of visiting during the summer, has on display the title pages of several rare imprints selected from the great Wilde collection of that library. At Wilde's Irish alma mater, an exhibit of manuscripts and books has been commemorated by Friends of the Library of Trinity College, Dublin, *Catalogue of an Exhibition . . .*, Dublin University Press, 1954.

I find, also, that I erred in stating that "only" *The Encyclopedia Americana* has corrected its former misdating of Wilde's birth. The *Oxford Companion to English Literature*, to its credit, did so long ago; and I hope there are, or will

WRITING AND PLACING THE ARTICLE

(This summary is of a talk by Mrs. Emily Flint, Managing Editor, *The Atlantic Monthly*, at the NE CEA fall meeting at Babson Institute)

Mrs. Flint, speaking from her experience with *The Atlantic*, discriminated generally between the scholarly journal and the popular magazine; she illustrated the difference by comparing two covers of *The Atlantic*, the staid table-of-contents style of a generation ago with the colorful portrait of today. In writing for this kind of magazine, Mrs. Flint advised authors to leave their footnotes and quotations at home; and one's style too might be dropped a few notches, even when writing for *The Atlantic*. Reading the magazine to which you intend submitting your article is of immense value in gauging the style and tone you ought to adopt.

Specifically, Mrs. Flint repeated that the audience of the popular magazine will not appreciate quotations or footnotes. In addition, be, others. However, relapse is an active danger; for example, *The Oxford Companion to the Theatre* (1951) dates the life of Oscar Wilde as 1856-1900 instead of 1854-1900.

J. D. Thomas
Rice Institute

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do be careful of the first paragraph, even of the first sentence; these must catch the reader's attention.

When submitting the article, do not enclose a long letter of explanation; let the article speak for itself. A few words about your own qualifications as author are, however, helpful. Enclose a stamped return - address envelope with manuscripts. Submit to one magazine at a time, to preclude embarrassment. Finally, keep submitting articles to a magazine even though it has formerly rejected an article by you; acceptance sometimes depends on luck, coincidence, and circumstances. After an article is accepted, Mrs. Flint asked that the author give the editor a modicum of credit, although one may think the editor has "edited" away the best part of the article; eventually, at least on *The Atlantic*, the author can have his own way.

In the question period that followed, several interesting facts about publication in *The Atlantic* were brought out: About 250 articles per year are accepted from a total of 45,000 submitted; from one-third to one-half of the articles are solicited directly by the publisher; and the magazine usually works about two or three months ahead.

As one who attended this meeting of the NE CEA for the first time, I should like to add for myself that I enjoyed the entire meeting (in spite of the weather); and I look forward to future meetings.

Paul Odell Clark
Hillyer College

Increased L. A. Enrollment

At Hillyer there has been a notable gain in the liberal arts enrollment this year. This gain is especially marked in the liberal arts seminars given in the junior and senior years and in literature, and is in part to be accounted for by the switch that is being made by numbers of students from other programs to the liberal arts. Since Hillyer is not Ivy League, this change is especially significant.

Let's hope that this is somewhat a reflection of the efforts of the CEA and of those associated with it. I'm sure that the same sort of thing is happening in other community colleges. Hillyer, by the way, has an over-all enrollment of over two thousand.

Merrill Sherman
Hillyer College

Frederick L. Gwynn is co-editor of *The Case for Poetry*, a critical anthology of 150 British and American poems, accompanied by case studies, published by Prentice-Hall.

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GETTING AT THE FACTS

(Continued From Page 2)

Leetch of the Penn. State employment bureau. Here the point emerged that at present practically every college graduate gets a job; and that the spread in beginning salaries between the technical and the non-technical student is not very great: at Yale, for example, it averages \$306 monthly for the non-technical graduate to \$368 monthly for the bachelor in engineering; and at Socony Vacuum the corresponding figures are \$350 to \$375. On the other hand, the lowest ranking technical man gets more than the best liberal arts graduate.

John Tolbert stated that the greatest problem in the whole picture is the undying hostility of the liberal arts professors to the practical world. In general, everyone agreed that the liberal arts student is less job conscious than he might be and does not take much initiative in planning his future. Fewer companies seek to interview L. A. men, but L. A. men also are less interested in being interviewed. The suggestion was made that recruiters could improve matters if they showed more interest in L. A. graduates. Companies could hire first-rate L. A. men and give them technical training in short order on the job. Employers should seek the man, not the degree.

Criticism was leveled at the over-emphasis on vocation, beginning in the high schools, causing many students to try to get into lucrative fields for which they have no aptitude. Students should be told from the start: "The most important thing is to do what you want to do."

It was felt that liberal arts teachers should devote more attention to giving technical students an effective background in their arts subjects, and not concentrate so much on their own majors—this would give broader effectiveness to the arts. The technical men are here to stay, and we must learn to work with and for them. It was asserted that the business administration graduates offer no really enduring competition; most companies are discovering that they are a poor substitute for real BA's or BS's.

Educating Faculty and Adults

The symposium turned its attention also to current efforts to acquaint arts faculty members with business and industry. This panel was moderated by Bruce Dearing of Swarthmore, who described as entirely unrealistic the professor who discourages English majors because, according to him, there is no market for them. Some concerns are reluctant to expose them-

selves to examination by faculty members because of a deep-seated distrust; but others have learned that a great deal of understanding and cooperation can be gained by perfect frankness and openness. E. Craig Sweeten, Univ. of Penn. placement director, outlined the mutual benefits arising from exchange programs between industry and teachers; W. M. Curtiss of the Foundation for Economic Education described the workings of a faculty scholarship program; and Max Hannum of N. A. M. reported on the work of his organization.

Liberal education for adults in industry and business was discussed by James B. Whipple of the Center for the Study of Liberal Education for Adults, Julian Street, Jr. of U. S. Steel, and Gerhard H. Magnus of Lafayette. In our age of increased longevity, more spare time, and a tremendous diffusion of culture, the role of the liberal arts has expanded greatly; we are no longer concerned only with youngsters from 18 to 22; the period from 30 on has become crucial to educators. Gerhard Magnus outlined the practical difficulty in communities like Easton and Bethlehem of arousing adult interest in liberal arts courses. James B. Whipple discussed the work of the Chicago Center in seeking to determine what sort of "liberating experience" the businessman needs and how he can best obtain it. There is at present no well-rounded theory as to what the adult should get from the liberal arts, but a great deal of work is being done in the attempt to develop one.

Other highlights of this stimulating conference were a speech of welcome by President M. D. Whitaker of Lehigh, Max Goldberg's statement on "The CEA Institutes: Past, Present, and Future," and greetings from William L. Werner, national president of CEA. Lehigh entertained the Symposium at a banquet and there was a reception at the President's house. In a concluding session Frederick E. Pamp, Jr. of The American Management Association summarized the findings of the day.

Asked for a final comment, Max Goldberg said: "Both the CEA itself and the CEAI are strongly committed to localism and the grass-roots program. Hence, as we try to make good the start we have here at Lehigh today, the national CEAI will stress the further development of this regionally-sponsored, locally-centered activity so energetically led by Glenn Christensen."

L. E. H.

CEA REGIONAL**MICHIGAN CEA**

The Mich. CEA held its fall meeting at the Central Michigan College of Education, Mt. Pleasant, Mich., Sat., Oct. 23, 1954. Program chairman was Vice-Pres. Thomas Dume, Detroit Institute of Technology. The other officers: Pres., John Virtue, Mich. State Normal College; Sec.-Treas., Ralph Miller, Western Mich. College of Education.

California CEA

At the spring meeting of the Calif. CEA the following were selected as officers for the coming year: Rev. Harold F. Ryan, Loyola Univ., President; Paul Jorgenson of UCLA, Vice-President; Hulda Chisholm of Ventura, Sect.-Treasurer.

The fall meeting will be held in conjunction with the meeting of the Philological Assoc. of the Pacific Coast. This is an advantageous arrangement because many CEA members are likewise members of the PAPC. By holding a morning session on Nov. 26, followed by a luncheon, CEA members will be on hand for the PAPC meeting, which begins about 2:30 p.m. and continues the following day. Both meetings will be held at UCLA.

Calif. CEA meetings during the past two or three years have centered on two general topics: 1. Liberal arts, and specifically literary training, as a preparation for a business career; and 2. Problems connected with teacher training programs.

Rev. Harold F. Ryan
Loyola University

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Time: Apr. 5-7 (Tues.-Thurs.), 1955

Registration: Apr. 5 (11 a.m.).
Concluding Session: Luncheon, Apr. 7.

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On Apr. 6, Wed., conference participants will be guests of G. E. through luncheon, reception, dinner. Tour and demonstrations will be held and leading G. E. executives and research leaders will take part. Sessions of Apr. 5 and 7 will be at Union College, where meals and lodging will be provided at very moderate rates.

Theme (tentative): The Liberal Arts: An Ingredient?

Dr. John Ely Burchard, Dean of the School of Humanities and Social Studies at MIT and President of the American Academy of Arts and Sciences, is to be general chairman of the conference. Dean Burchard is a veteran CEAI participant. His "People Who Can Think," published in *The Educational Record* and later widely distributed in reprint form, was a major address at the CEAI conference of 1952 (Univ. of Mass.). At the 1954 CEAI conference (Mich.) he was seminar leader and also speaker at the concluding session. Dean Burchard is now on leave from MIT for consultative service in connection with the humanities - social science programs for technological students in California universities. His general chairmanship of the 1955 CEAI conference will thus have special timeliness: for, at this conference, the question of the relationships between the liberal arts and the technical curricula will receive much attention.

N.B. Since facilities are limited, CEA members planning to attend should inform the committee by way of Maxwell H. Goldberg. National CEA members will pay a minimum service fee. Following their opportunity to make tentative reservations, invitations will be more widely extended. The CEA conferences stress varied academic and industrial participation. Before long a systematic effort will be made to invite participation outside CEA circles.

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